DOCUMENT RESUME

ED 272 253 JC 860 445

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TITLE An Analysis of Retention and Attrition at MiraCosta College.
INSTITUTION MiraCosta Coll., Del Mar, CA.
PUB DATE Jun 86
NOTE 50p.; Submitted to the Strategic Planning Team.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Persistence; College Attendance; Community Colleges; Dropout Rate; Dropout Research; *Dropouts; Questionnaires; *School Holding Power; *Student Attrition; Two Year Colleges; *Two Year College Students

ABSTRACT

A study was conducted at MiraCosta College (MCC), in Del Mar, California, to investigate various aspects of retention and attrition and to make recommendations for possible program enhancements. The study sought to determine when students drop out of classes, which students drop out of school completely, and the drop out rate for various categories of students and programs; and to identify successful retention activities. Study findings, based on an examination of the fall 1985 student database, a faculty/staff survey, and a review of available literature, included the following: (1) there was an overall college drop-out rate of 20.4% among students taking credit courses; (2) 64.5% of all the classes dropped were dropped before the end of the second week of school, the deadline for adding/dropping classes; (3) students with the top success rates were those over 49 years of age, foreign non-resident students, and financial aid students, while students jointly enrolled in the high school diploma program and credit courses, returning transfer students, Black students, students on active military duty, and American Indian students had the lowest success rates; (4) effective statewide retention activities involve teachers creating a friendly atmosphere in class and showing an interest in students' other activities; and (5) prior educational achievements and academic aptitude are positive factors in predicting college success. Based on study findings, two strategies are recommended for maintaining enrollment in addition to improving retention activities. These strategies are (1) active efforts to recruit recent high school graduates, and (2) more active outreach to minorities, re-entry women, the disabled, and older students. Recommendations for more effective student retention are also given. Supplemental data tables and the survey instrument are appended. (EJV)

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ED272253

AN ANALYSIS OF RETENTION AND ATTRITION AT MIRACOSTA COLLEGE

By

Dr. Ronald Baker
Acting Director of Institutional Research

Submitted to:

Strategic Planning Team

June 1986

JC 860 445

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Acknowledgement

I wish to thank Bob Crabtree, Director of Data Processing at MiraCosta College, for his assistance on this project. As an example of the extra time he devoted, the table on page 13 required 29 programs and computer runs to produce the data. In addition to the programming time, he also provided me with a wealth of advice on technical aspects of the research. Very often I would present Bob with an idea for processing the data, and he would show me a better way to obtain the same information with less effort. His help was invaluable.

MiraCosta College

Retention/Attrition Study

I. Introduction:

Retention and attrition has been studied for a number of years in an attempt to determine what factors cause a student to stay in school or to drop out. In the community colleges, there has been general agreement that there is a high drop out rate of between 30 to 60%. However, few colleges have studied the causes and solutions to this problem until the last few years when there was a decline in student enrollment and a funding crisis.

John Roueche, professor of Higher Education at the University of Texas, has studied community colleges extensively for several years. His findings reveal that 25 to 30% of the students drop out in the first 3 to 4 weeks of class and that 40 to 60% drop out of classes before completion of the semester. He further finds that even before school starts, 8% of community college students drop out and do not complete registration. These statistics are confirmed by a study by Astin in 1972 where he found that at two-year colleges, 33 percent of the students dropped out the first year. (Lenning:87)

In the community colleges during the 1960's and 70's, many college faculties and administrators explained their high attrition rate as a logical outcome to the state's mission to provide educational opportunities to all students regardless of prior educational experience or age. This open door policy was looked upon as the cause for high drop out rates in community colleges. Furthermore, community college leaders spent little effort trying to lower the drop out rate since enrollment figures were increasing at a steady rate. For every student who dropped out of school, there was always another student who would enroll and take that student's place in class.

Toward the end of the 1970's and early 1980's, enrollment in the community colleges started to decline partly due to the decreasing number of high school students. This decline was further accelerated by severe budget cuts as a result of Proposition 13, implementation of tuition, and other money saving activities implemented by state governmental leaders. Since Spring 1982 when 9,190 students were enrolled, MiraCosta College has experienced a decline in student enrollment that has resulted in an emphasis being placed on student recruitment and retention activities. This research is an initial attempt to analysis this topic and to provide the institution with guidance in reducing the drop out rate.

Purpose of Research:

The purpose of this research is to investigate various aspects of retention and attrition as they affect MiraCosta College and to make recommendations for possible program enhancements. The research will be directed by the following research questions:

1. When do students drop out of classes?

2. Who are the students who completely drop out of school?

3. What is the drop out and student success rate of:

   a. Night classes
   b. Day classes
   c. Each instructional discipline
   d. Full-time instructor
   e. Part-time instructor
   f. Remedial classes
   g. Gender
   h. Age
   i. Enrollment status
   j. Special programs

4. What are successful retention activities?

Future Research

The Office of Institutional Research is preparing a detailed report listing the results of a survey administered to almost 900 students who dropped completely out of classes during Spring, 1985, prior to second census day. This report will address the reasons these students dropped out of classes and their characteristics.

Definition of Terms:

The following terms are used in this report:

1. Retention. There is a generic definition which states that retention occurs when a student is successful in achieving some goal or objective. The problem with this generic definition is how to measure student outcomes. There are at least three ways to measure retention:

a. Graduation Rate. The first is to look at the graduation rate of students who enter an educational institution.

b. Goal Attainment. The second is to examine whether students attain their educational, vocational, or personal goals. This is very difficult to measure since some individuals, for example, will come to college to increase their typing speed to 65 W.P.M. and will drop out when they attain that speed. If they drop out mid-semester, they may be classified as a drop out, whereas, they may simply have attained their personal or

vocational goal of typing at 65 W.P.M.

c. Course Completion Rate. The most popular way is to look at the course completion rate. In other words, the number of students who complete a class with a passing grade. In this study, the course completion rate will be used to evaluate whether a student is a persister or a drop out.

2. Attrition. This term means the failure of a student to complete all or specific courses within a given term.

3. Persister. A persister is one who continues to enroll at the same institution without interruption for the period of study. These students are also considered on-time graduates. Some studies have pointed out that only 35 to 40% of entering freshmen graduate in 4 years from their original college.

4. Stop Out. The most common type of community college student enrollment pattern today is the stop out. A stop out is a student who leaves the college for a period of time but returns to the same institution for additional studies. These students are also considered some-time graduates. It is estimated that 20-30% of students who stop out will eventually return and graduate.

5. Drop Out. A drop out is a student who leaves an institution and does not return for additional studies at any time.

6. Attainer. An attainer drops out prior to graduation but after attaining a personal goal, such as, skill acquisition or employment.

7. Student Success Rate. This term describes the rate of successful, non-successful, withdrawal, and drops for students in a given term. Successful students are those who achieve a grade of A, B, C, or CR at the end of a term: unsuccessful students achieve a grade of D, F, NC, I, IP, RD at the end of a term. Students who receive a "W" grade are those students who withdraw from classes after the 30% drop date. All other drops occur before the 30% drop date.

Limitations of Study:

This study will examine only college credit students enrolled in Fall, 1985. Since the MiraCosta college data base is a very dynamic system which causes problems with counting students, it is difficult to determine when a student truly drops out of class. The state funding system creates a potential revenue bias when studying actual drop dates. Therefore, the following questions will not be answered: (1) Did a student turn in a drop card for a program change or to really drop a class? (2) Was the drop card turned in on time by the student or instructor listing the correct last date of attendance? (3) Did the student receive a grade of "F" instead of being dropped from the class?

Since statistics apply to groups, not individuals, it is difficult to use predictive statistics on individuals. Many of the findings only apply to groups of students. It is inaccurate to conclude that this particular student will drop out of college. In addition, research at other colleges cannot be generalized to reflect MiraCosta's situation. The effect has to do with external validity and sampling error.

Finally, students may not really understand their motivations for leaving. Often the decision results from a combination of reasons. Results are often influenced by confounding variables which are not controlled by the researcher. The actual reason for dropping out may not have been asked on a questionnaire. This effect of reasearch is a problem with the internal validity of the study.

II. Methodology

Data Collection Procedures:

There were three sources of data used in this study.

1. The Fall 1985 student data base and the history data base were used as the basis for data analysis.

2. A faculty/staff survey was sent during Fall, 1985, semester to determine what retention activities worked in their classes.

3. Literature findings which were cited from a review of retention studies.

Tabulation Procedures:

The research data was tabulated using two methods. First, survey data was entered into the HP 3000 Computer and analyzed using the Statistical Package for the Social Sciences (SPSS). Data base information was tabulated using the QUERY and SPSS software program on the HP 3000.

III. MiraCosta Findings

Problems When Counting.

The MiraCosta Data Base is a dynamic system which could change every second. One of the main problems with retention research is when to count a student as a drop out from a class or from school. There are several conditions of the MCC data base that confound this issue. First, if you simply look at students

with no classes, this figure includes both credit and non-credit students who register for classes.

Second, drop cards are used to record a student's withdrawal from a class. The accounting system is on a class-by-class basis. Therefore, it is unclear when a student completely drops out of school since all classes must be dropped before this action can be officially declared. There are basically two problems with drop cards: (1) The student may simply leave school and not turn in drop cards. (2) The instructor may not turn in drop cards on students who do not attend classes. If one instructor does not turn in a drop card, the student will still be considered enrolled in college. Sometimes instructors will give that person an "F" grade at the end of the semester even if the student has not attended class for some time, if at all.

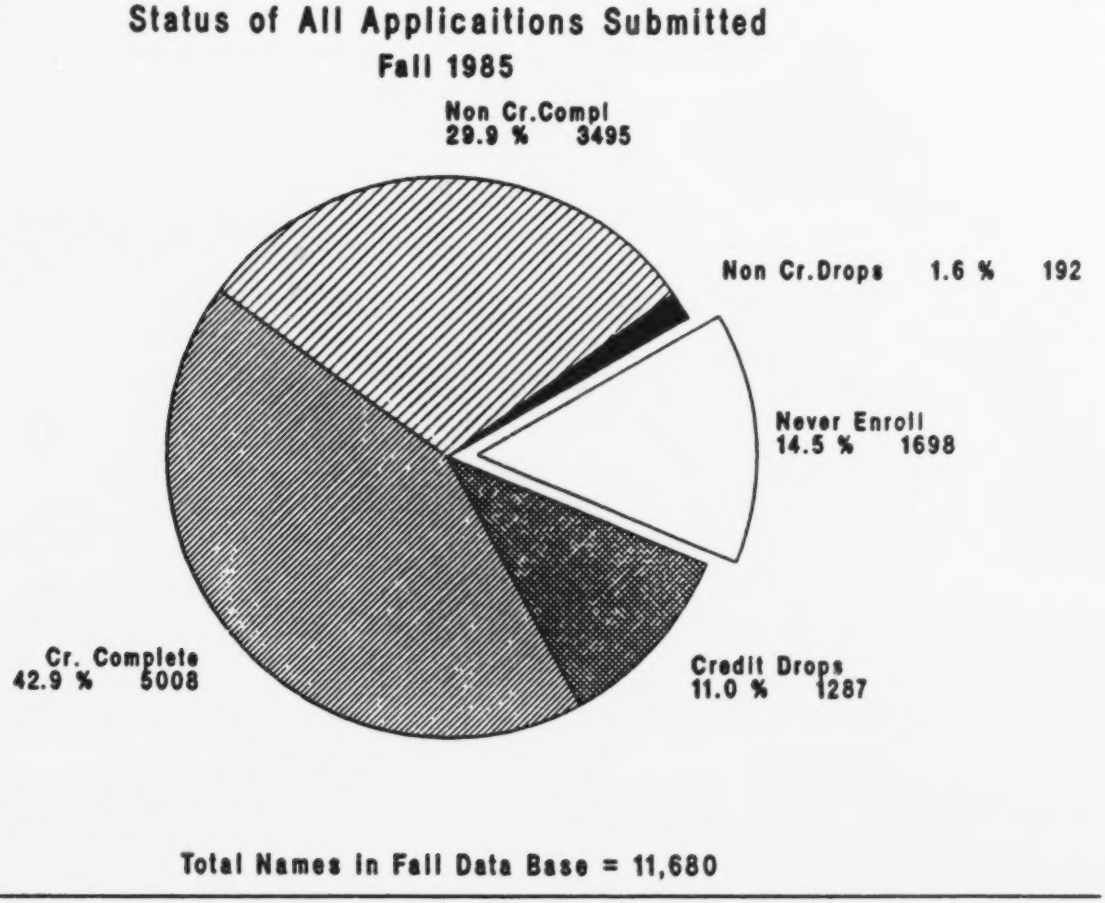
Third, the use of a "wait lists" for closed classes could potentially confound the drop system unless care is used in the analysis of drops. The computer records all drops whether they occur before or after opening day. Students who are placed on a "wait list" are enrolled in the class. If there is not enough room for them after the registration period, these students are "dropped" out of the class. These drops may show when the total drops are recorded for that particular class. The drop out rate for that class could be higher than in reality. This limitation has been solved by the data processing staff.

Fourth, the data base has no way of distinguishing between a program change and a true drop. The activities look the same to the computer. If a student drops one section and enrolls in the same class but at a different hour, the first class shows a drop where in reality the student only changed times.

Enrollment Status of Students - Fall 1985

In Fall 1985, there were 11,680 students in the Fall Data Base. These were individuals who submitted an application for admission. Of this total number, 1,698 or 14.5% never completed enrollment and are considered NO SHOWS. There were 6,295 students who enrolled in a credit class and 3,687 students who enrolled in Non-Credit classes only. Figure 1, shows the status of all students in the Fall, 1985, data base.

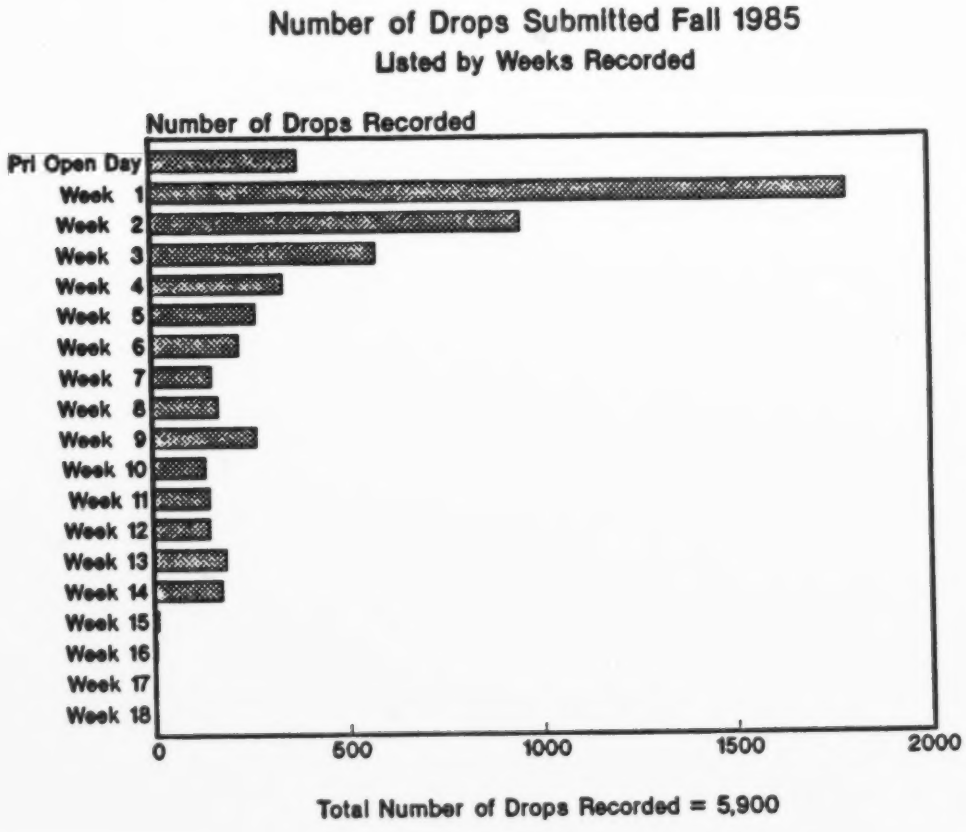
Figure 1. Status of All Students Recorded in the FALL, 1985, DATA BASE.



When Do Students Drop Classes?

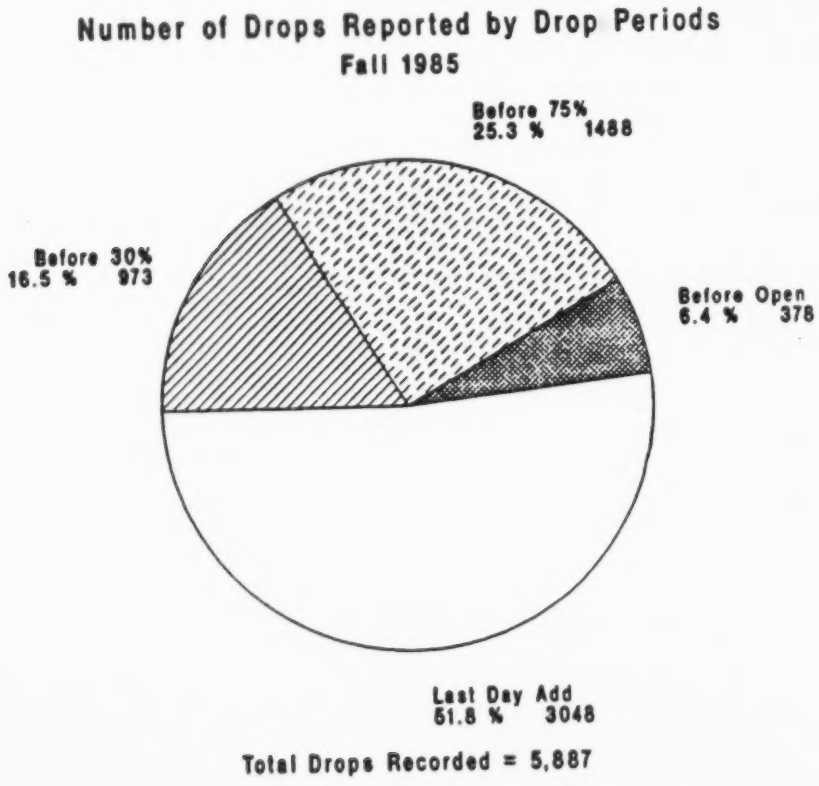
The drop cards are the device used to record drops from classes. The total number of drops recorded during Fall, 1985, was 5,900. These drops were reported throughout the entire semester. Figure 2, shows the distribution of drops by weeks. 6.4% of the drops occur prior to opening day. Another 51.7% occur within the first two weeks of school. Almost 2/3 of the drops recorded occur before the end of the add period (Monday of the 3rd week of class). Tables 6, and 7, in appendix A shows the specific number and percent of drops for Fall, 1985.

Figure 2. Drops Listed by Weeks - Fall, 1985.



The first drop period occurs at the 30% date which is in the 6th week of school. When students drop before this date, there is no record on their transcript that they were enrolled in a specific class. During Fall 1985, 74.7% of all drops occurred before the 30% drop date. Figure 3, shows the relationship of drops to college drop dates. Of the students oficially enrolled on or after the 30% drop date, 25.3% of the drops occur after that date. These students will receive a "W" grade on their transcripts. Table 8, in Appendix A shows a more complete picture of this information.

Figure 3. Number of Drops Reported by Drop Periods - Fall, 1985.



Who are the students who completely drop out of school?

At the end of Fall, 1985, there were 1,479 students who had registered and ended the semester with no units (drop outs). Of this group, 1,287 students totally dropped out from credit classes and 192 students totally dropped out of non-credit classes. The low number of non-credit drop outs is due to the fact that the college does not encourage students to submit drop cards when withdrawing from non-credit classes, therefore, the non-credit drop rate has no meaning. Figure 4, shows the drop out rate for various groups attending MiraCosta during Fall 1985. Table 9, in appendix A shows a more complete picture of the number of students enrolled and dropped.

Figure 5, shows the same information but listed in rank order. It shows that the lowest drop outs occurred by students enrolled in special programs. Students on some type of financial support stayed in school at a better rate than other students. Table 10, in appendix A presents a more complete picture of drop information.

Figure 4. Percent of Students Enrolled at MiraCosta in Fall 1985 who Dropped Completely Out of Credit Classes.

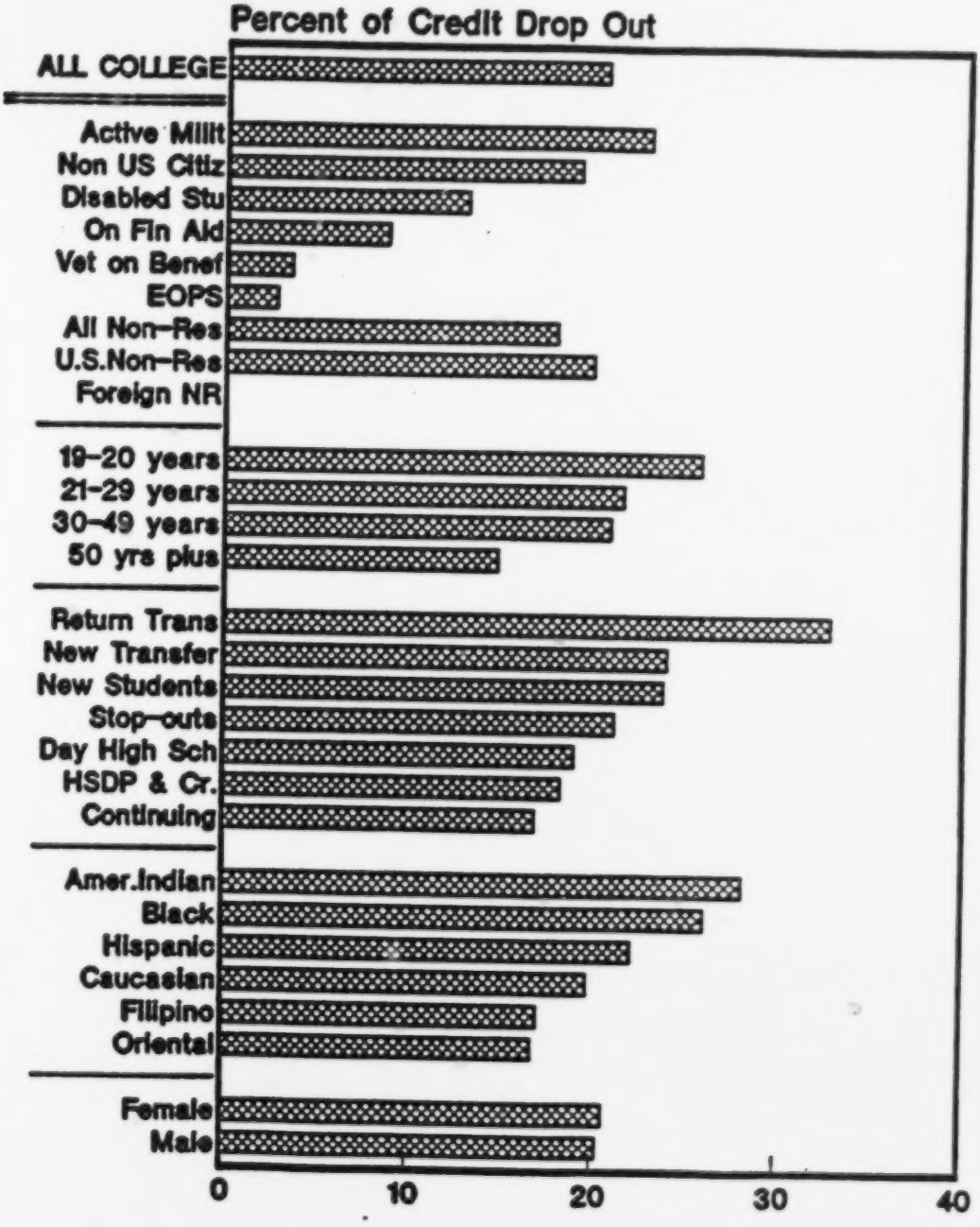
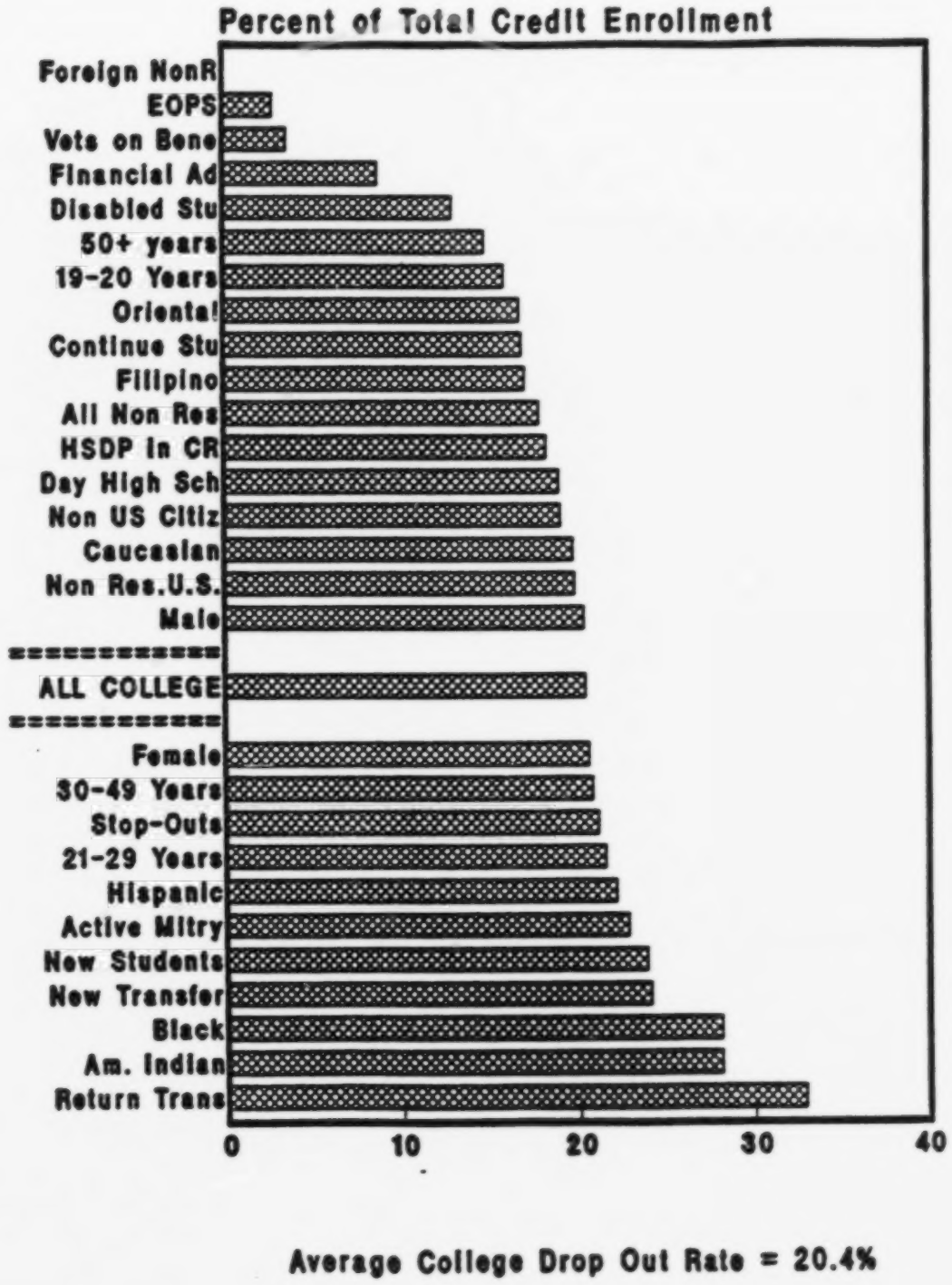


Figure 5. Rank Order of Students Enrolled at MiraCosta in Fall 1985 and who Dropped Completely Out of Credit Classes.



What is the MiraCosta College Success Rate?

One of the problems of this research was to establish a consistent reporting period which could be used to compare various sub groups attending MiraCosta College. As pointed out earlier, many problems occur when counting drops. Much of the literature points to a course completion rate as one measure of retention and attrition. In theory, this is a good measure for a retention study. However, at MiraCosta it is difficult to differentiate between drops and program changes, therefore, simply relying on an aggregate drop figure is an incomplete measure.

A Student Success Rate was established to eliminate data reporting problems. The success rate was based on the following criteria:

1. All classes have a 30% drop date recorded in the computer for grading purposes. The history data base and a semester data base can be used for comparison purposes from term to term, including summer and short term classes.

2. Most program changes are completed by the end of the 5th week of school. Students enrolled after the 30% date are more serious students who show motivation to complete the classes they enroll in.

3. Successful completion of a class is measured by students receiving grades of A, B, C, or CR at the end of a term.

4. Students are considered unsuccessful if they receive a grade of D, F, NC, I, IP, RD at the end of the term. These students did not master the material presented during the term and should repeat the class.

5. Students who receive a "W" grade after the 30% drop date are the college's "Hard Core" drops since they maintained class attendance for 6 weeks or about 1/3 of the term.

The student success rate will be used to report all retention rate comparisons.

Figure 6, shows the college-wide course completion rate for all classes during Fall 1985. This figure includes the number of drops which occurred since registration. It shows that there is a 28.7% drop rate prior to the 30% date and a 10.2% "W" rate. In addition 11.2% of the students were unsuccessful receiving a grade of "D" or less. The net result is that the college has a 49.9% success rate for all classes taken during Fall, 1985.

Figure 6. College-wide Student Success Rate for Students Enrolled in Credit Classes. - Fall, 1985.

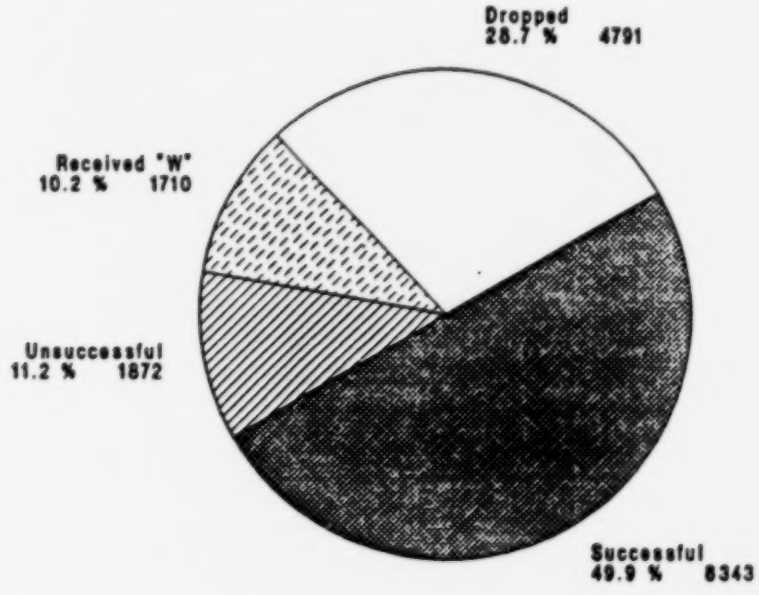


Figure 7, on the next page, shows the success rate for various demographic groups attending Fall, 1985. The success rate shows the percent of students who were successful (A,B,C,CR grade) in the classes they took. Table 11, in appendix A shows a more complete breakdown of the various groups.

Figure 8, follows and shows the same information reported in rank order. The most successful students were those who were older or on some type of financial assistance. Continuing students are also more successful than other enrollment groups. Table 12, in Appendix A provides a more comprehensive look at this information.

Figure 7. Student Success Rate for Students Enrolled - Fall 1985 - Reported by Various Demographic Groups.

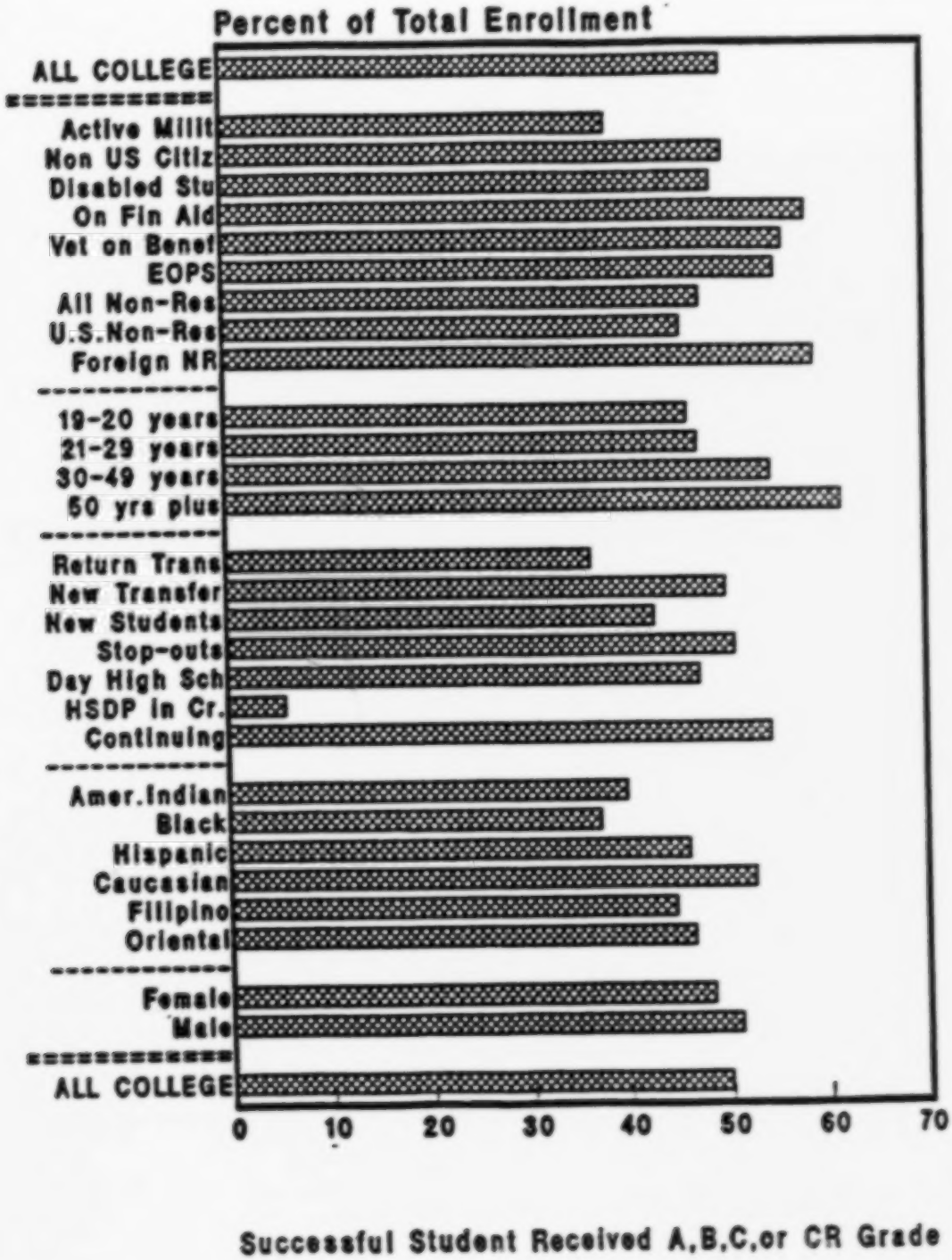
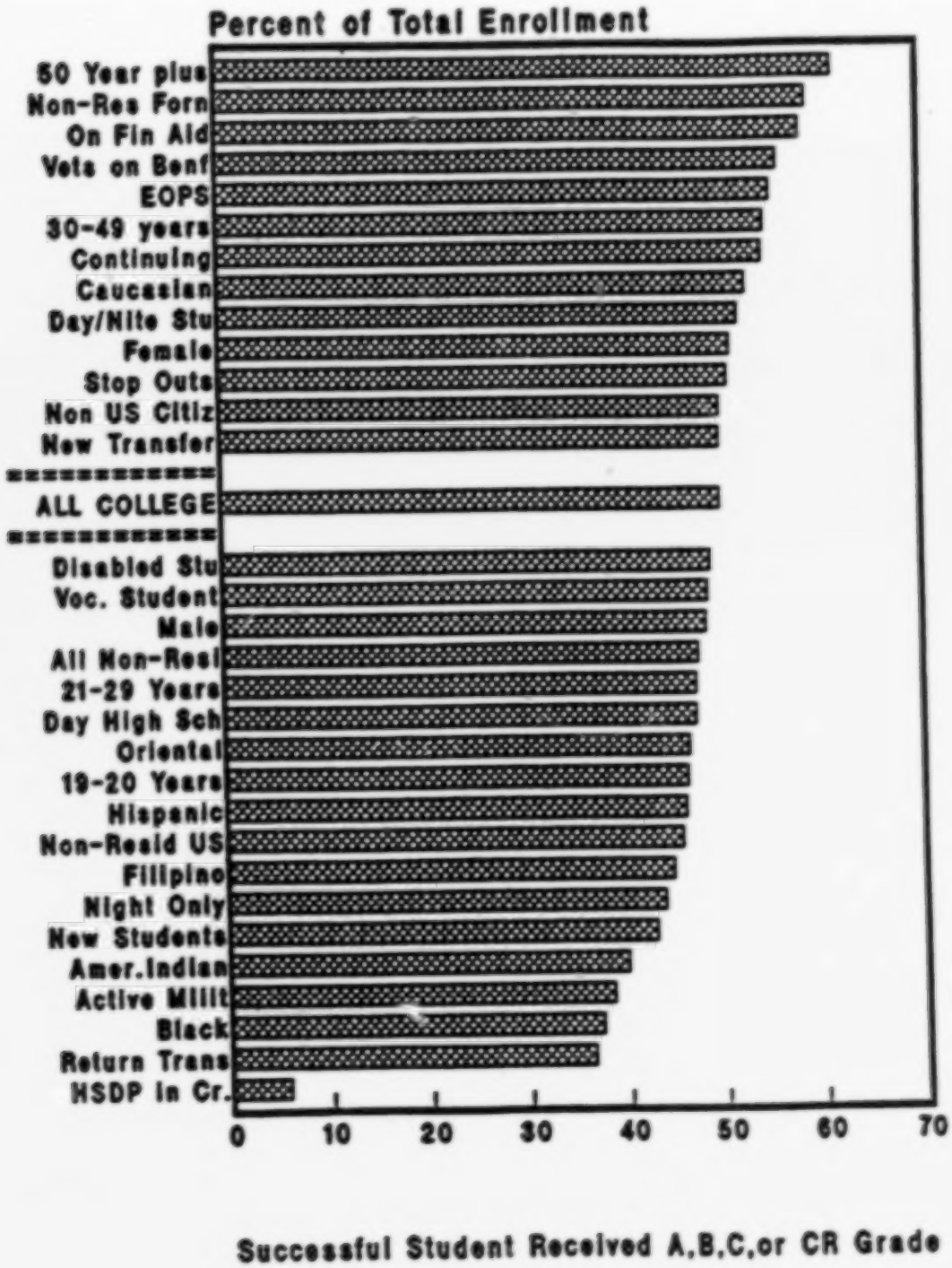


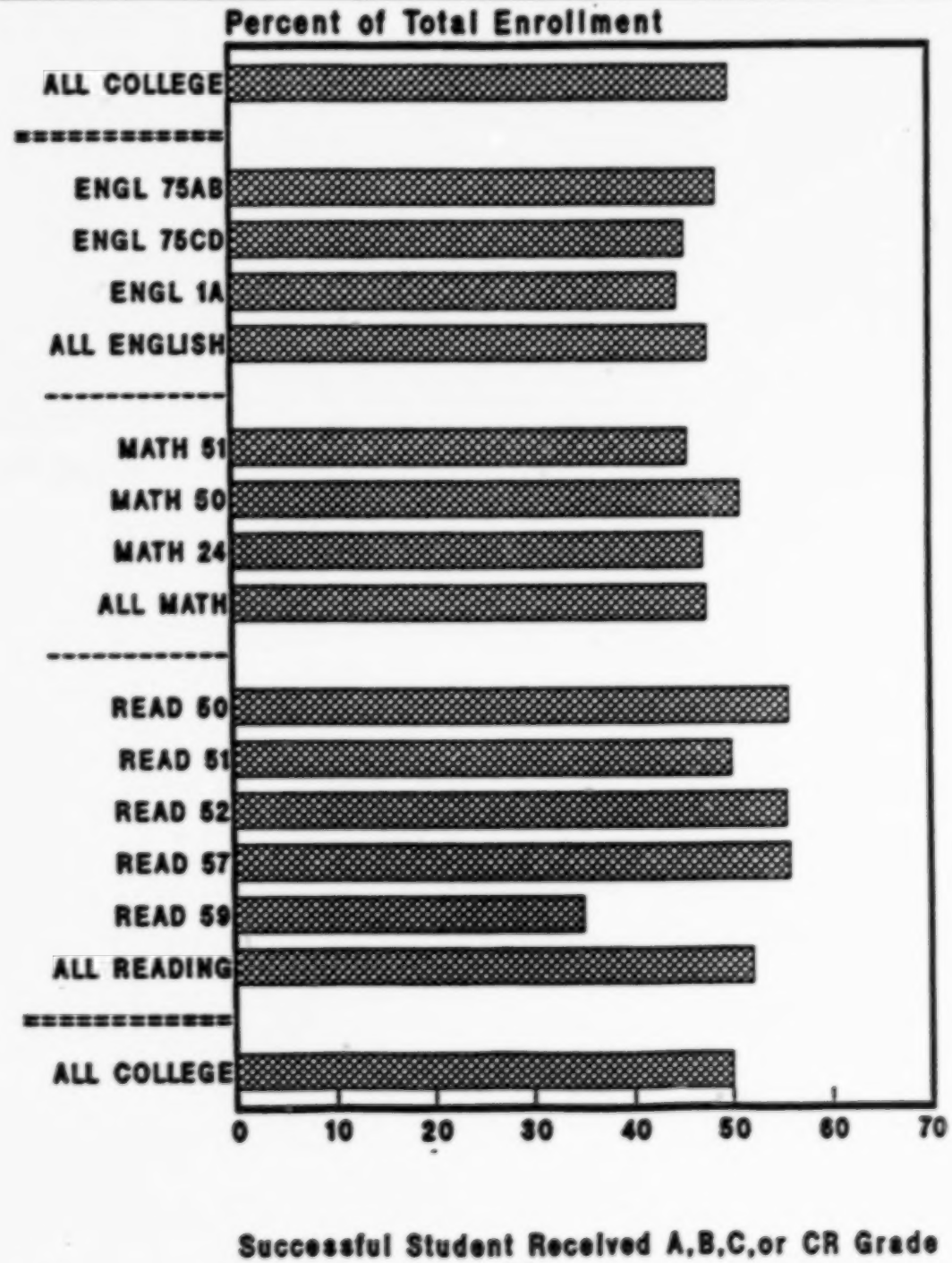
Figure 8. Rank Order of Student Success Rate for Students Enrolled - Fall 1985 - Reported by Various Demographic Groups.



Remedial Class Comparisons

Figure 9, shows the student success rate relationship of remedial classes to the transfer level equivalent. Complete statistics are listed in table 13, in Appendix A.

Figure 9. Success Rate for Students Enrolled in Remedial Classes and Transfer Level Equivalent.

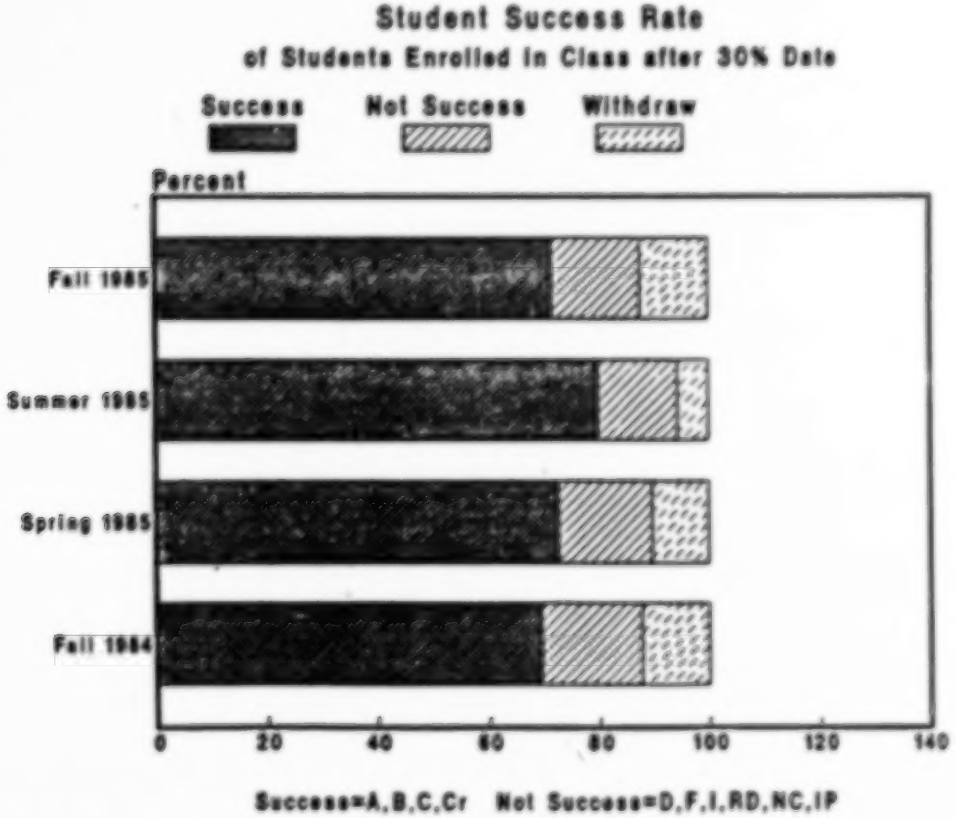


Using History Data Base Comparisons

Examination of the history data base presents some limitations of reporting complete data. Students who dropped classes before the 30% date will not be stored in the history data base. It is impossible to track the number of drop cards turned in prior to the 30% drop date. The following tables are based on only three segments of the student success rate: Successful; Unsuccessful; and "W" grades.

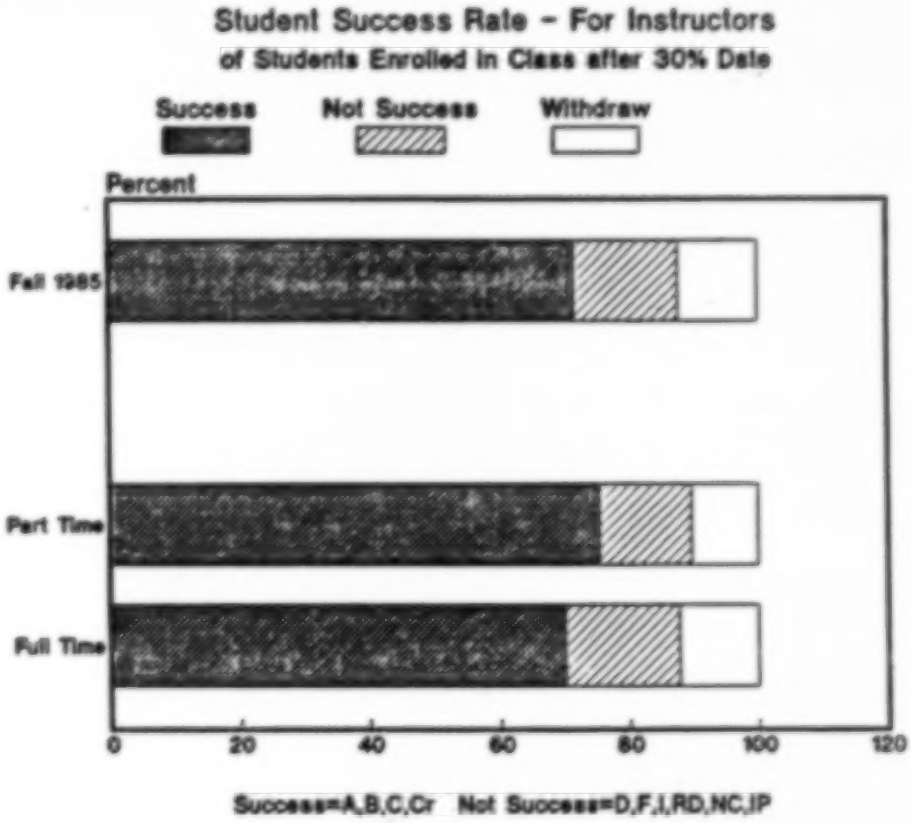
When applying a modified Student Success Rate to these data, 71.6% of the students enrolled in classes after the 30% date successfully completed their classes. Figure 10, shows the college-wide Student Success Rate since Fall 1984. It shows that summer 1985 had the highest success rate of all the other terms. Table 14, in Appendix A is a complete description of this information

Figure 10. College-Wide Student Success Rate of Students Enrolled in Class After 30% Drop date.



The fall history data base was divided into several subgroups for comparison purposes. Figure 11, shows the modified student success rate for full- and part-time instructors. It shows that part-time instructors have a slightly higher success rate than full-time instructors.

Figure 11. Modified Student Success Rate of Students Enrolled in Class After the 30% Drop Date Reported by Full- and Part-time Instructors.



The Modified Student Success Rate was also applied to instructional disciplines. Table 1, shows the success rate by each instructional discipline. It shows that an equal amount of departments are above and below the college average.

Table 1. Modified Student Success Rate of Students Enrolled After 30% Drop Date Reported by Instructional Discipline for Fall 1985.

Above College Average				Below College Average			
Discipline	Success	Not Success	Receive W	Discipline	Success	Not Success	Receive W
Aero	100.00	0.00	0.00	Bio	71.28	15.26	13.40
Supr	91.03	2.98	5.97	Span	71.24	16.13	12.59
Spec	88.87	3.70	7.40	Auto	70.92	24.99	4.06
Wkex	88.08	7.14	4.76	Ois	71.02	19.31	9.61
Chem	88.03	1.08	10.86	Geog	69.90	17.88	12.19
Ta	86.49	6.73	6.74	Engl	68.51	19.59	11.86
Jour	86.35	4.54	9.09	Sign	67.33	22.44	10.20
Spch	85.84	4.54	9.59	Phil	67.13	12.25	20.58
Nurs	84.24	7.06	8.66	Coun	66.66	31.48	1.85
Cosm	83.15	7.36	9.47	Plac	66.12	20.62	13.22
Grmn	82.34	11.76	5.88	Soc	65.47	21.04	13.45
Art	81.34	8.03	10.59	Fren	65.20	21.73	13.04
Chld	80.81	10.03	9.13	Econ	65.16	25.17	9.62
Phar	80.76	7.69	11.53	Psyc	64.48	22.24	13.28
Hort	79.75	9.52	10.71	Math	64.14	19.60	16.21
Phse	77.76	11.27	10.93	Phsn	64.00	28.00	8.00
Heal	76.82	15.07	8.08	Lac	63.99	30.66	5.33
Astr	76.76	13.88	8.33	Lit	63.98	21.32	14.66
Adm	76.50	14.70	8.20	Anth	63.91	19.66	16.39
Real	76.14	11.91	11.92	Draf	63.29	27.68	8.99
Phys	75.90	11.10	12.96	Japn	61.89	14.28	23.80
Mach	74.99	9.37	15.62	Film	59.44	25.67	14.86
Mus	74.03	12.74	13.17	Cis	58.04	15.26	26.66
Bus	72.63	13.60	13.74	Humn	54.27	22.84	22.85
Read	72.24	11.33	16.33	Ital	53.84	23.07	23.07
				Hist	49.18	35.27	15.50
Full-Time Inst.	70.0%	17.6%	12.4%				
Part-Time Inst.	75.4%	14.2%	10.4%				
College Average	71.56	16.04	12.35				

Student Enrolled in Classes After 30% Drop Date
Success=A,B,C,CR Not Success=D,F,I,IP,RD,NC

What are successful retention activities?

A survey (see Appendix B) was distributed to the faculty and staff in December, 1985, to determine what were successful and unsuccessful retention activities used by staff at MiraCosta. A

similar survey was also distributed statewide by Cerritos Community College. Table 2, shows the responses from MiraCosta College Faculty/Staff. Table 3, shows the responses from the statewide survey.

Table 2. Ranking of Retention Activities by MiraCosta College Faculty and Staff.

Rated <u>effective</u> by MiraCosta Staff/Faculty:

1. Offering to help find solutions to problems which interfere with student's success in class.
2. Setting up individual counseling when troubles become apparent.
3. Referring students for tutoring.
4. Setting a class objective to improve self-esteem.
5. Creating a positive, supportive classroom environment.
6. Teaching study skills in all classes.
7. Using individualized learning in each class.
8. Keeping students informed about date and times of coming events both in-class and on campus.
9. Encouraging students to participate in "fun" courses.
10. Learning student names as soon as possible.
11. Allowing students to address instructors by first name.
12. Showing interest in students' out-of-class life.
13. Having a grading policy designed for step-by-step analysis of class placement.
14. Having special programs keep in touch with high risk students.
15. Providing mid-semester progress reports for high risk students.
16. Providing flexible make-ups of absences in activity classes.
17. Acting as a resource for information about people and services on campus.

<u>Mixed</u> ratings of effectiveness:

1. Telephoning students with extended or frequent absences.
2. Having an open-door policy for office hours.

Rated <u>less than effective</u>:

1. Promoting certificate and degree programs. Emphasis should be placed on 4 year programs.
2. Allowing changes from day to evening (or evening to day) for employment purposes.
3. Teaching classes at a fast pace to keep interest.

Table 3. Ranking of Retention Activities by State-Wide Survey.

Rated effective:

1. Greeting students at door on first day of class.
2. Registering continuing students before Christmas break.
3. Mastering learning methods used in basic skills classes.
4. Assessment for placement in basic skills classes.
5. Getting students involved in extra curricular activities.
6. Developing a comprehensive matriculation program.
7. Inviting students on probation to have special counseling sessions.
8. Free tutoring for all classes.
9. Linking registration priority to matriculation status.
10. Mailing students cards with personalized registration appointments for next term.
11. Writing letters to students who are close to completing an associate degree or certificate.
12. Setting follow-up counseling appointments for students after 1st appointment.
13. Listing student phone numbers on rosters and encouraging faculty to call no-show and extended absent students.
14. Implementing a Comparative Guidance and Placement Program.
15. Developing an Academic Planning Guide.
16. Calling students who apply and do not enroll.
17. Requiring manditory advisement for continuing students who wish pre-registration.

Rated less than effective:

1. Recommending skills levels for transfer classes.
2. Sending postcards to students who miss 2 or more consecutive classes.
3. Conducting an in-service program featuring Dr. John Rousche on topic of retention.
4. Participating in LARC South.

IV. Literature Findings:

Types of retention studies

Lenning (1980) in his studies has found that there have been two types of retention studies conducted in the past. The first was aimed at uncovering the characteristics and attitudes that are common about students who persist and among those who drop out. These types of studies usually identify a number of student

characteristics or features that distinguish the persister from the non-persister. The second type focuses on the practical application of retention strategies and their effectiveness in improving retention.

Who are most likely to succeed?

Many studies point to student characteristics, environmental characteristics, and the interactions between the student and the institution as a predictor of student success or failure in college. Lenning (1980) in his book "Attrition and Retention: Evidence for Action Research" presents an extended outline for basic characteristics which appear to be linked to attrition and retention. The following table summarizes the various student characteristics that are seen as negatively or positively related to retention. In each case, the relationship of the item to retention is indicated by a plus (+), a minus (-), an M (for mixed findings), or a zero (for no relationship).

It has been found in many studies that academic factors are good predictors of retention. Grades are the best predictor of retention. If students coming from high school have high grades, the chances are high that they will stay in school. Research findings are mixed concerning the role of aspirations and motivations in retention. Nevertheless, a synthesis of the literature would seem to indicate some relationships do exist. Financial factors are commonly given as a reason for dropping out of college. The likelihood is that finances are secondary to other factors related to commitment and institutional fit. Nevertheless, there is some relationship between finance and retention.

Table 4. Student Characteristics Relating to Retention

Factors	Relationship To Retention
1. Academic Factors	
a. High school GPA and class rank	(+)
b. Academic aptitude	(+)
c. Poor study habits	(-)
d. First semester grades	(+)
e. Academic rating of high school	(+)
2. Demographic Factors	
a. Age	(0)
b. Sex	(0)
c. Socioeconomic status	(M)
d. Ethnicity	(+)
e. Hometown location	(M)
3. Aspirations and Motivations Factors.	
a. Level of degree aspiration	(+)
b. Transfer plans	(-)
c. Commitment to college	(+)
d. Peer group influence	(+)
e. Vocational and occupational goals	(M)
f. Satisfaction	(+)
4. Financial Factors.	
a. Student concern about finances	(-)
b. Scholarships and grants	(+)
c. Loans	(-)
d. Part-time employment	(+)
e. Full-time employment	(-)
f. Satisfaction with part-time employment	(0)

(+)= Plus (-)= minus (M)= Mixed findings (0)= No relationship
(Beal:1980)

College Characteristics for Success.

Much attention in research is devoted to students and their problems. Increasingly, attention is directed at the college environment as a major factor in retention. Table 5, lists the environmental characteristics relating to the retention of students. Retention research today emphasises the importance of the interaction between the student and the institution. The degree of "fit" may determine the likelihood of a student staying or leaving school. Another term, which may describe it better, is "belonging." A student develops a sense of belonging as a

result of many and varied interactions with the college and student environment. Such a feeling will enhance retention.

Table 5. Environmental Characteristics Relating to Retention

Factor	Relationship To Retention
1. Objective environment	
a. High status or image	(+)
b. Private schools	(+)
c. Public schools	(-)
d. Religious affiliation	(+)
e. High cost	(+)
f. On campus housing	(+)
g. Counseling services	(+)
h. Academic advising	(+)
i. Orientation programs	(+)
j. Learning/academic support services	(+)
k. Special student services for retention	(+)
l. Defined mission and role of the college	(+)
2. Student involvement	
a. Extracurricular activities	(+)
b. Close friends	(+)
c. Student/faculty relationships	(+)
d. Special academic programs (honors, foreign study, etc.)	(+)
e. Academic life (participation and involvement in departments, tutoring, curricular design, etc.)	(+)

(+)= Plus (-)= minus (M)= Mixed findings (O)= No relationship

(Beal:1980)

What Works in Student Retention?

Many kinds of retention studies focus on the practical application of retention strategies and their effectiveness in improving retention. The literature discusses these approaches under two headings: single-faceted retention approaches and multifaceted approaches.

1. Single-Facet Retention Approaches.

a. Admission and recruiting. When students receive adequate and accurate information from a college, they will be more likely to choose the institution that best meets their needs, which, in turn, will increase their

chances of persisting.

b. Advising. Improved academic advising is an action program for improving retention that has been implemented by many institutions and, in most cases, is found to contribute to retention.

c. Counseling. Counseling has served as a foundation for numerous retention programs with positive results.

d. Early warning and prediction. Prediction of potential drop outs can be productive and, when combined with one or several early warning strategies, can reduce attrition.

e. Exit interviews. Even though their observed impact on retention is lower than most other intervention strategies, exit interviews can gather significant information on why students leave and how the institution might change to improve the retention for other students. In addition, a few individuals may remain in the institution as a result of assistance gained through an exit interview.

f. Extracurricular activities. The literature indicates that more often than not meaningful participation in extracurricular activities contributes to student retention.

g. Faculty, staff, and curricular development. The frequency and quality of faculty and student interactions can contribute positively to student retention, and in-service faculty/staff development efforts can contribute more favorable student/faculty interaction. Changes in curricular design and emphasis also can be productive.

h. Financial Aid. Assisting students to cope with their financial problems can contribute to retention as can specific types of aid given to students including scholarships, grants, and on-campus part-time employment.

i. Learning and academic support. Learning and academic support services are shown clearly in the literature to have a positive effect on student retention.

j. Orientation. Significant improvements in retention rates have been found by institutions that focus on orientation as a retention strategy.

k. Policy change. Colleges that redesign policies and procedures for the purpose of improving student retention show significant improvement in their retention rates. (Lenning:1980)

2. Multifaceted Retention Approaches.

Lenning believes that although multifaceted programs are relatively infrequent in the literature and do not appear to have been used much on campuses, well-designed multifaceted programs clearly can be effective in improving retention. (Lenning:1980) These programs involve all members of the faculty and staff working toward a common goal of student retention. The most important characteristic of multifaceted programs is the resulting interaction between the faculty/staff and the students. Therefore, how the program is carried out (process) is almost as important as the program itself.

At MiraCosta we have the start of a comprehensive matriculation model. This model when fully implemented will combine several successful single-faceted approaches listed above into one component. Its success, as Lenning points out, will depend on (1) the way the program is carried out, (2) the way the faculty/staff are prepared and involved in the program, and (3) the observable results of the final product.

Factors Relating to Student Persistence and Attrition.

In their summary report of a national survey entitled "What Works in Student Retention," Beal and Noel (1979) listed the most important factors influencing student retention as perceived by college officials at 858 colleges responding to their survey.

The top negative factors were:

1. Inadequate academic advising
2. Inadequate curricular offerings.
3. Conflict between class schedule and job
4. Inadequate financial aid
5. Inadequate counseling support systems
6. Inadequate extracurricular offerings

The top positive factors were:

1. Caring attitude of faculty and staff
2. High quality of teaching
3. Adequate financial aid
4. Student involvement in campus life
5. High quality of advising (Lenning:92)

IV. Summary, Conclusions, Recommendations:

Summary

During Fall 1985, 11,680 potential students submitted applications to MiraCosta College. Of these students, only 9,982 completed registration and enrolled in a credit or non-credit

class. One thousand six hundred ninty eight (1,698) students or 14.5% of the applicants never completed registration.

Of the 9,982 students who registered for classes, 63.1% (6,295) registered for credit classes and 36.9% (3,687) registered for non-credit classes.

In credit classes, there was an overall college-wide drop out rate of 20.4%. (Students dropped out of all their classes).

Drops are recorded by the use of a drop card which can be submitted by the student or instructor. There were a total of 5,900 drop cards submitted during Fall 1985. Almost two-thirds (64.5%) of all the drops were submitted before the end of the second week of school which was the last day to add classes (9/23/85).

A Student Success Rate was developed which groups students into four groups. Students who received a grade of A,B,C,CR were classified as successful and students who received grades of D,F,I,IP,RD were classified as unsuccessful. Students who dropped before the 30% drop date were classified as drops and those who dropped after the 30% drop date received a "W" grade. College-wide, 49.9% of the students enrolled in credit classes were successful (received A,B,C,CR grade), 11.2% were unsuccessful, 10.2% received a "W" grade, and 28.7% dropped before the 30% drop date.

Several groups of students had above average student success rates. The top 5 were 50+ year old students, foreign non-resident students, financial aid students, EOPS students, and Veterans on benefits. The bottom 5 were students enrolled in both the high school diploma progran and in credit classes, returning transfer students, black students, students on active duty military, and American Indian students.

In remedial classes, the student success rate was below the college average in English 75AB, Reading 59 and Math 51. Remedial classes above average were Reading 50, Reading 51, Reading 52 and Reading 57.

A survey of MiraCosta staff/faculty indicated that effective retention activities involved assisting students with the subject matter, showing interest in the students out-of-class life and referring the student to campus services when problems interfere with student's success in class.

Effective state-wide retention activities involve creating a friendly atmosphere in class and showing an interest in the students' other activities.

When examining which students are most likely to succeed, research has found that prior educational achievement and academic aptitude are positive factors for success in college. High school grades are one of the best predictors of college

success. Other student factors used to predict success are ethnicity, commitment to college, level of degree aspiration, peer group influence, scholarships and grants.

College characteristics are becoming a major factor in retention. This factor examines the degree of "fit" which occurs between the student and the institution. There are several college characteristics which influence student retention such as counseling and advising services, defined mission and goals, learning/academic support services, extra curricular activities, student/faculty relationships, and special academic programs.

The literature suggests several single faceted retention approaches as well as a multifaceted approaches. Colleges which develop a well-designed multifaceted program clearly can be effective in improving retention. These programs involve all members of the college working toward a common goal of retention. For a multifaceted approach to work, the process of working together is equally as important as the final product.

Finally, a national study pointed 5 positive factors which when present improve retention. They are:

1. A caring attitude of faculty and staff.
2. High quality teaching.
3. Adequate student financial aid.
4. Student involvement in campus life.
5. High quality advising.

If MiraCosta can strive toward achieving the above factors, it is predicted that student retention would improve.

Conclusion

There is much evidence to support the statement that persistence/withdrawal behavior in postsecondary institutions is the result of an extremely complex set of influences that are not yet completely understood. Students leaving an institution can have many different meanings.

To some individuals, a high drop out rate or a poor student success rate, are alarming statistics. To others this is common knowledge and simply a result of the "open door" policy. Today more colleges are looking at ways to maintain enrollments. Increasing the retention levels of the students already enrolled in the institution is one way to keep the enrollment numbers up.

There are, however, two other ways to maintain enrollment in community colleges. Very simply they are:

1. To obtain a larger proportion of the ever decreasing pool of traditional prospective students (the 18-21 year olds). This is simply an effort to recruit more students who have recently completed high school.

2. To enroll more students from the non-traditional population groups who have recently become a mainstay at many community colleges. These groups include re-entry women, minorities, disabled, and older students who are asking the community colleges to cater to their personal or vocational needs.

In the last three years since the history data base has been created, over 21,000 individual names will be stored in the system after Spring, 1986 is loaded into history. MiraCosta recruits about 7,000 new students per year. These students come from all segnments of our district. Of this 7,000 students, between 400 to 500 students are recent high school graduates. Of the 9,982 students who registered for a class(es) in Fall, 1985, only 3,752 students continued from the prior semester. This is a very large turnover of students. Therefore for MiraCosta to maintain enrollment, a college can either recruit more students or retain the ones already enrolled.

In recent years, colleges and universities are spending more money and getting fewer new students for the recruiting dollar. This competition has grown intense as the numbers of high school graduates and the numbers of high school age students has declined. Some people would argue that it is more important to recruit than it is to retain students and that college resources should be directed in that endeavor. However, if an institution cannot support its students' educational needs, both the institution and the students suffer. Students waste their time, energy, and money. They may be left with a negative college experience and may not try college again. From an institutional point of view, there is a loss of income when students drop out of school as well as a drop in enrollment statistics. The institution is left with a black mark and possibly a negative image. Internally, college policies may change as a result of a higher drop out rate. Grading policies may change and college standards may be weakened, such as, the definition of a full time student or normal progress standards.

For a college to be comprehensive, one must have both a program to recruit students and programs to retain students. This will lead to increased enrollment and in turn increase funding for the college. However, a college cannot have unrealistic expectations for retention. The idea that retention measures success and attrition signals failure should be rejected. There will always be student drop outs. The goal of an institution is to find a level of student drop outs they can live with which balances institutional integrity with the cost of retaining students. Therefore, the goal of a retention program should be a commitment to help students reach their best decisions about leaving or staying in school. The students' interest should be primary over the institutional needs.

At MiraCosta, certain retention activities appear to be successful. Students who receive some kind of financial aid have the lowest drop out rate and a very good student success rate in

the classes they attend. It may be concluded from this research that at MiraCosta, certain special programs make a difference in retaining students and encouraging success in class. Students on veterans benefits, EOPS, and financial aid have very structured rules and regulations to follow inorder to receive money for school. These regulations force students to either be successful or not participate in the special program. Other special programs, such as, disabled student services, show a very low drop out rate for their students even though the students do not receive direct financial assistance as a result of their disability.

Student's age also appears to be a factor in regard to success in school. Older students succeed in classes better than younger students. Students who are 50+ years old have the highest student success rate and a below average drop out rate (14.7%). Comparing this with the 19-20 year old, it was found that the drop out was similar (15.8%) but there was a significant difference in their success rate. The success rate for 19-20 year old students was 46.2% compared to 61.7% for the 50+ age group. It appears that the younger students stay in class at the same rate but receive lower grades than older students.

Enrollment status is also a significant factor. Students who attended MiraCosta college, transferred to another college and returned to MiraCosta had a 36.4% student success rate which was among the lowest in this study. This group also had the highest drop out rate of 32.9%. New students also had a higher than average drop out rate and a below average student success rate. Students from these two groups make up 15.8% of the total drop outs from credit classes.

Recommendations:

Based on the findings of this study, the following recommendations are presented.

1. Enhance the matriculation process with an emphasis on mandatory class placement for students who score within certain ranges on the placement tests.

2. Develop a remedial core of classes. In light of a proposed 30 unit limit placed on remedial class enrollment, it is imperative that MiraCosta develop a core of remedial classes which will best eliminate a student's areas of deficit and enable them to integrate into mainstream classes. This remedial core must cross departmental boundaries and be linked in a progressive ladder toward higher skill development.

3. Enhance student supportive services to high risk students in the form of an early warning system which can be implemented by supportive services, such as tutoring, counseling, disabled student services, EOPS, Veterans, Financial Aid, and Job Placement. This enhancement must be coordinated with the

instructional division.

4. Develop a stronger counseling program. Many studies of community college counseling services on attrition have yielded fairly consistent findings that effective counseling reduces the drop out rate. While many studies indicate this success rate, most students tend not to use these services. (Lenning:62)

5. Expand financial assistance programs. MiraCosta's very successful students are receiving EOPS, financial aid, or veteran's benefits. Expansion of financial assistance could include several activities such as the identification of new money and aggressively assisting students to apply and complete application forms for aid.

6. Develop a special program for returning transfer students. This group has a high drop out rate and a very low student success rate. It stands out as a very high risk group of students who need additional supportive services from the college.

7. Enhance supportive services and instructional opportunities for members of high risk minority groups. Consistent with other research, certain minority groups have a higher drop out rate and lower success rate than other groups. Programs and staffing considerations should be directed at these groups.

8. Enhance the student activities and student center area. The college should create both facilities and programs which encourage student-to-student relationships, and student-to-staff/faculty relationships. The goal should be more student involvement in campus life.

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APPENDIX A

SUPPLEMENTAL TABLES

Table 6. Status of All Applications Submitted for Fall 1985

Application Status	Number	Percent
Never Enrolled	1,698	14.5%
Enrolled in Credit And Completed Something	5,008	42.9%
Enrolled in Credit And Completely Dropped Out	1,287	11.0%
Enrolled in Non-Credit And Completed Something	3,495	29.9%
Enrolled in Non-Credit And Completely Dropped Out	192	1.6%
Total Names in Fall Data Base	11,680	100.0%

Table 7. Number of Class Drops Recorded by Weeks During Fall 1985.

Week	Number of Drops	Percent of Drops
Prior to Opening Day	378	6.4%
Week 1	1,793	30.4%
Week 2	952	16.1%
Week 3	579	9.8%
Week 4	338	5.7%
Week 5	266	4.5%
Week 6	222	3.8%
Week 7	151	2.6%
Week 8	167	2.8%
Week 9	266	4.5%
Week 10	133	2.3%
Week 11	143	2.4%
Week 12	143	2.4%
Week 13	185	3.1%
Week 14	173	2.9%
Week 15	8	0.1%
Week 16	3	0.005%
Week 17	0	0.0%
Week 18	0	0.0%
Total Class Drops	5,900	100.0%

Table 8. Number of Drops Occurring During Fall 1985 reported by drop periods.

Drop Period	Number	Percent	Cumulative
Prior to Opening Day (7/16 to 9/8)	378	6.4%	6.4%
Before last Day to Add (9/9 to 9/23)	3,048	51.7%	58.1%
Before 30% Drop Date (9/24 to 10/14)	973	16.5%	74.6%
Before 75% Drop Date (10/15 to 12/12)	1,488	25.3%	99.9%
After 75% Drop Date (12/13 to 1/24)	13	.002%	100.0%
Total Drops	5,900	100.0%	100.0%

Table 9. Number of Student Enrolled at MiraCosta in Fall 1985 and the Number of Students who Dropped Completely Out of Credit Classes.

Group	Enrolled Credit & Non-Credit	Enrolled Credit	Number Complete Credit	Number Drop Credit	Percent Credit Drop outs
Male	3985	2531	2018	513	20.3%
Female	5996	3764	2990	774	20.6%
ETHNICITY					
Oriental	335	192	160	32	16.7%
Filipino	156	88	73	15	17.0%
Caucasian	7005	5063	4065	998	19.7%
Hispanic	1848	592	461	131	22.1%
Black	543	356	263	93	26.1%
American Indian	95	64	46	18	28.1%
ENROLLMENT STATUS					
Continuing Students	3752	3014	2508	506	16.8%
HSDP in Credit Classes	406	33	27	6	18.2%
Day High School	142	122	99	23	18.9%
Stop-outs	870	855	675	180	21.1%
New Students	3195	835	636	199	23.8%
New Transfer	1365	1337	1016	321	24.0%
Returning Transfers	161	158	106	52	32.9%
AGE					
50 Years and above	1603	770	603	167	14.7%
19-20 Year old	1183	797	671	126	15.8%
30-49 Year Old	2888	2235	1770	465	20.8%
21-29 Year old	3593	2423	1871	552	21.5%
OTHER ENROLLMENT GROUPS					
Non Resident-Foreign	15	15	15	0	0.0%
EOPS	73	73	71	2	2.7%
Vets on Benefits	278	278	268	10	3.5%
On Financial Aid	375	368	336	32	8.7%
Disabled Students	164	116	101	15	12.9%
All Non CA Residents	741	146	120	26	17.8%
Non US Citizens	1499	300	243	57	19.0%
Non Resident - U.S.	726	131	105	26	19.8%
Active Duty Military	421	215	166	49	22.8%
Night Students Only	2987	unk.	1740	unk.	unk.
Vocational Students	3368	unk.	2611	unk.	unk.
Day/Night Students	6995	unk.	3268	unk.	unk.
ALL COLLEGE	9982	6295	5008	1287	20.4%

Table 10. Number of Student Enrolled at MiraCosta in Fall 1985 and the Number of Students who Dropped Completely Out of Credit Classes Reported by Rank Order.

Group	Enrolled Credit & Non-Credit	Enrolled Credit	Number Complete Credit	Number Drop Credit	Percent Credit Drop outs
Non Resident-Foreign	15	15	15	0	0.0%
EOPS	73	73	71	2	2.7%
Vets on Benefits	278	278	268	10	3.5%
On Financial Aid	375	368	336	32	8.7%
Disabled Students	164	116	101	15	12.9%
50 Years and above	1603	770	603	167	14.7%
19-20 Year old	1183	797	671	126	15.8%
Oriental	335	192	160	32	16.7%
Continuing Students	3752	3014	2508	506	16.8%
Filipino	156	88	73	15	17.0%
All Non CA Residents	741	146	120	26	17.8%
HSDP in Credit Classes	406	33	27	6	18.2%
Day High School	142	122	99	23	18.9%
Non US Citizens	1499	300	243	57	19.0%
Caucasian	7005	5063	4065	998	19.7%
Non Resident - U.S.	726	131	105	26	19.8%
Male	3985	2531	2018	513	20.3%
ALL COLLEGE	9982	6295	5008	1287	20.4%
Female	5996	3764	2990	774	20.6%
30-49 Year Old	2888	2235	1770	465	20.8%
Stop-outs	870	855	675	180	21.1%
21-29 Year old	3593	2423	1871	552	21.5%
Hispanic	1848	592	461	131	22.1%
Active Duty Military	421	215	166	49	22.8%
New Students	3195	835	636	199	23.8%
New Transfer	1365	1337	1016	321	24.0%
Black	543	356	263	93	26.1%
American Indian	95	64	46	18	28.1%
Returning Transfers	161	158	106	52	32.9%
Night Students Only	2987	unk.	1740	unk.	unk.
Vocational Students	3368	unk.	2611	unk.	unk.
Day/Night Students	6995	unk.	3268	unk.	unk.

Table 11. Student Success Rate for Students Enrolled - Fall 1985 - Reported by Various Demographic Groups.

Category	Successful		Not Successful		Received W Grade		Dropped Before 30%	
GENDER								
Female	4826	51.1%	950	10.1%	937	9.9%	2724	28.9%
Male	3517	48.3%	922	12.7%	772	10.6%	2067	28.4%
ETHNICITY								
Caucasian	6642	52.7%	1315	10.5%	1213	9.6%	3428	27.2%
Oriental	299	46.4%	68	10.5%	60	9.3%	218	33.8%
Hispanic	770	46.0%	100	6.0%	234	14.0%	570	34.0%
Filipino	125	44.6%	38	13.6%	27	9.6%	90	32.2%
American Indian	65	39.9%	17	10.4%	25	15.3%	56	34.4%
Black	441	37.2%	166	14.0%	150	12.6%	429	36.2%
ENROLLMENT STATUS								
Continuing	4811	54.4%	899	10.2%	725	8.2%	2407	27.2%
Stop-outs	896	50.8%	205	11.6%	166	9.4%	497	28.2%
New Transfer	1368	49.9%	322	11.7%	240	8.8%	811	29.6%
Day High School	85	47.2%	32	17.8%	18	10.0%	45	25.0%
New	1042	42.8%	354	14.6%	342	14.1%	694	28.5%
Returning Transfer	117	36.4%	41	12.8%	51	15.9%	112	34.9%
HSDP in Credit classes	20	5.7%	19	5.4%	130	37.0%	182	51.9%
AGE								
19-20 Years old	1613	46.2%	508	14.6%	404	11.6%	964	27.6%
21-29 Years old	2984	47.2%	692	11.0%	699	11.1%	1942	30.7%
30-49 Years old	2455	54.6%	394	8.8%	360	8.0%	1285	28.6%
50 Years and above	754	61.7%	114	9.3%	88	7.2%	266	21.8%
VARIOUS ENROLLMENT GROUPS								
Non Resident-Foreign	46	59.0%	12	15.4%	1	1.3%	19	24.3%
On Financial Aid	975	58.3%	172	10.3%	116	6.9%	409	24.5%
EOPS	196	55.2%	51	14.4%	25	7.0%	83	23.4%
Vets on Benefits	629	56.0%	153	13.6%	66	5.9%	276	24.5%
Day/Night Student	6572	51.9%	1410	11.1%	1231	9.7%	3451	27.3%
Non US Citizen	682	50.0%	140	10.3%	147	10.8%	395	28.9%
Disabled Students	221	48.8%	46	10.1%	67	14.8%	119	26.3%
Vocational Students	4737	48.5%	1113	11.4%	884	9.1%	3029	31.0%
All Non CA Resident	256	47.5%	55	10.2%	58	10.8%	170	31.5%
Non Resident - U.S.	210	45.6%	43	9.3%	57	12.4%	151	32.7%
Night Student Only	1771	43.7%	462	11.4%	479	11.8%	1340	33.1%
Active Duty Military	199	38.4%	54	10.4%	92	17.8%	173	33.4%
ALL COLLEGE	8343	49.9%	1872	11.2%	1710	10.2%	4791	28.7%

Successful = A,B,C,CR Not Successful = D,F,I,IP,RD

Table 12. Student Success Rate for Students Enrolled - Fall 1985 - Reported by Rank Order of Various Demographic Groups.

Category	Successful		Not Successful		Received W Grade		Dropped Before 30%	
50 Years and above	754	61.7%	114	9.3%	88	7.2%	266	21.8%
Non Resident-Foreign	46	59.0%	12	15.4%	1	1.3%	19	24.3%
On Financial Aid	975	58.3%	172	10.3%	116	6.9%	409	24.5%
Vets on Benefits	629	56.0%	153	13.6%	66	5.9%	276	24.5%
EOPS	196	55.2%	51	14.4%	25	7.0%	83	23.4%
30-49 Years old	2455	54.6%	394	8.8%	360	8.0%	1285	28.6%
Continuing	4811	54.4%	899	10.2%	725	8.2%	2407	27.2%
Caucasian	6642	52.7%	1315	10.5%	1213	9.6%	3428	27.2%
Day/Night Student	6572	51.9%	1410	11.1%	1231	9.7%	3451	27.3%
Female	4826	51.1%	950	10.1%	937	9.9%	2724	28.9%
Stop-outs	896	50.8%	205	11.6%	166	9.4%	497	28.2%
Non US Citizen	682	50.0%	140	10.3%	147	10.8%	395	28.9%
New Transfer	1368	49.9%	322	11.7%	240	8.8%	811	29.6%
ALL COLLEGE	8343	49.9%	1872	11.2%	1710	10.2%	4791	28.7%
Disabled Students	221	48.8%	46	10.1%	67	14.8%	119	26.3%
Vocational Students	4737	48.5%	1113	11.4%	884	9.1%	3029	31.0%
Male	3517	48.3%	922	12.7%	772	10.6%	2067	28.4%
All Non CA Resident	256	47.5%	55	10.2%	58	10.8%	170	31.5%
21-29 Years old	2984	47.2%	692	11.0%	699	11.1%	1942	30.7%
Day High School	85	47.2%	32	17.8%	18	10.0%	45	25.0%
Oriental	299	46.4%	68	10.5%	60	9.3%	218	33.8%
19-20 Years old	1613	46.2%	508	14.6%	404	11.6%	964	27.6%
Hispanic	770	46.0%	100	6.0%	234	14.0%	570	34.0%
Non Resident - U.S.	210	45.6%	43	9.3%	57	12.4%	151	32.7%
Filipino	125	44.6%	38	13.6%	27	9.6%	90	32.2%
Night Student Only	1771	43.7%	462	11.4%	479	11.8%	1340	33.1%
New	1042	42.8%	354	14.6%	342	14.1%	694	28.5%
American Indian	65	39.9%	17	10.4%	25	15.3%	56	34.4%
Active Duty Military	199	38.4%	54	10.4%	92	17.8%	173	33.4%
Black	441	37.2%	166	14.0%	150	12.6%	429	36.2%
Returning Transfer	117	36.4%	41	12.8%	51	15.9%	112	34.9%
HSDP in Credit classes	20	5.7%	19	5.4%	130	37.0%	182	51.9%

Successful = A,B,C,CR Not Successful = D,F,I,IP,RD

Table 13. Student Success Rate for Students Enrolled - Fall 1985 - Reported by Remedial and Non Remedial Classes.

Discipline	Successful		Not Successful		Received W Grade		Dropped Before 30%	
ENGL 75AB	145	48.7%	41	13.8%	24	8.0%	88	29.5%
ENGL 75CD	124	45.4%	52	19.1%	20	7.3%	77	28.2%
ENGL 1A	78	44.6%	20	11.4%	17	9.7%	60	34.3%
ALL ENGLISH	872	47.7%	119	13.7%	72	8.3%	265	30.3%
MATH 51	89	45.6%	31	15.9%	14	7.2%	61	31.3%
MATH 50	142	50.9%	33	11.8%	37	13.3%	67	24.0%
MATH 24	73	47.1%	22	14.2%	19	12.3%	41	26.4%
ALL MATH	471	47.5%	144	14.5%	119	12.1%	257	25.9%
READ 50	69	55.6%	11	8.9%	15	12.1%	29	23.4%
READ 51	26	50.0%	4	7.7%	6	11.5%	16	30.8%
READ 52	51	55.4%	5	5.4%	12	13.1%	24	26.1%
READ 57	73	55.7%	10	7.6%	13	10.0%	35	26.7%
READ 59	14	35.0%	3	7.5%	9	22.5%	14	35.0%
ALL READING	288	52.0%	45	8.1%	65	11.7%	156	28.2%
ALL COLLEGE	8343	49.9%	1872	11.2%	1710	10.2%	4791	28.7%

Successful = A,B,C,CR Not Successful = D,F,I,IP,RD

Table 14. College Grade Distribution from Fall 1984 thru Fall 1985

Term	A	B	C	CR	D	F	I	NC	RD	IP	W
Fall	3,303	2,533	1,802	656	582	1,136	166	291	0	13	1,457
1984	27.7%	21.2%	15.1%	5.5%	4.9%	9.5%	1.4%	2.4%	0%	.1%	12.2%
Spring	3,403	2,500	1,653	940	548	942	163	291	57	4	1,196
1985	29.1%	21.4%	14.1%	8.0%	4.7%	8.1%	1.4%	2.5%	.5%	.03%	10.2%
Summer	1,356	756	433	260	144	238	47	65	0	12	198
1985	38.6%	21.5%	12.3%	7.4%	4.1%	6.8%	1.3%	1.8%	0%	.3%	5.6%
Fall	3,441	2,554	1,690	658	572	855	207	230	2	7	1.440
1985	29.5%	21.9%	14.5%	5.6%	4.9%	7.3%	1.8%	2.0%	.01%	.06%	12.4%

Grades of Students Enrolled in Classes After 30% Drop Date

APPENDIX B

RETENTION ACTIVITY SURVEY

Current Retention Activity Survey

Please take a couple minutes to think about the activities you do to keep students in school. The purpose of this survey is to identify current retention activities to encourage students to remain in class for a full semester. Please list the activities which work, as well as those which are not as effective.

Retention Strategies:	How Effective? Not Very			Extremely
	1	2	3	4
1. _____	[ ]	[ ]	[ ]	[ ]
_____				
_____				
2. _____	[ ]	[ ]	[ ]	[ ]
_____				
_____				
3. _____	[ ]	[ ]	[ ]	[ ]
_____				
_____				
4. _____	[ ]	[ ]	[ ]	[ ]
_____				
_____				

Please return this survey to RON BAKER at mail station #13
by December 20, 1985

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES SEP 19 1986